

# The Priory Belvoir Academy: Curriculum Overview

*"Opportunity and Achievement for All"*

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|--|---|--|----------|------|---|
| SUBJECT  | Maths   | CURRICULUM LEADER  | Mr Quinn | YEAR | 8 |
| ORGANISATION OF THE SUBJECT  | Mathematics is a core subject within the National Curriculum. It is a compulsory subject for all pupils up to the age of sixteen, taught in four one-hour periods per week. |  |          |      |   |
| Key Concepts (The big ideas underpinning this subject)   |   | Key Skills in this subject   |          |      |   |
| <p>The curriculum is split into these areas:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Ratio, proportion and rates of change</li> <li>• Geometry and measures</li> <li>• Probability</li> <li>• Statistics</li> </ul>  |   | <p>The key skills taught in Mathematics through the curriculum are:</p> <ul style="list-style-type: none"> <li>• Mathematical fluency</li> <li>• Mathematical Reasoning</li> <li>• Mathematical Problem Solving</li> <li>• Communication</li> </ul>  |          |      |   |
| What will be learnt in this subject?   |   | How will learning take place in this subject?  |          |      |   |
| <p>Autumn</p> <p>During the Autumn Term students will cover the following topics Algebra, Primes, Powers and Roots, Angles, FDP, Equations and Handling Data. They will be assessed at the end of every half term to make sure they are making progress in the topics that have been studied.</p> <p>Spring</p> <p>During the Spring Term students will cover the following topics 3D Sketching, Perimeter, Area and Volume, Ratio and</p> |   | <p>Work in class may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Problem solving tasks – these are more open ended tasks giving students the opportunity to explore mathematical concepts in more depth to create links between those concepts and to gain a greater understanding of them.</li> <li>• Questions from a worksheet or textbook – These tasks help to improve the student’s mathematical fluency which is essential if a concept is to be fully understood, initial ideas are developed by working methodically through questions that may change in style or difficulty in order to embed a specific concept.</li> <li>• Tarsia or Loop card activities – These activities require students to work in groups, to develop their</li> </ul> |          |      |   |

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| <p>Proportion, Scatter Graphs, Transformations and Algebra. They will be assessed at the end of every half term to make sure they are making progress in the topics that have been studied.</p> <p>Summer<br/>During the Summer Term students will cover the following topics Pythagoras, Straight Line Graphs, Loci and Construction, Probability and Finding Rules. They will be assessed at the end of every half term to make sure they are making progress in the topics that have been studied.</p> | <p>mathematical communication skills. They are encouraged to discuss their thoughts and reasoning through discussion and justify their theories in order to reach a desired outcome.</p> <ul style="list-style-type: none"> <li>• Testing –These will range from end of unit tests that the teachers will use to inform future planning to Federation wide end of term tests which your child will sit at the end of Module 2 and 4 and 6.</li> <li>• Revision activities – Throughout their mathematics lessons we will begin to develop revision techniques to allow them to develop these essential skills that they will need in order to pass their examination at the end of the course.</li> <li>• Project work – At times within the course students will be given the opportunity to practise skills they have already learnt and take part in a larger scale project with other students. This ensures they have the skillset needed and will include things like methodology, proof, justification and evaluation.</li> </ul> |
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| <p>What methods of assessment will be used?</p>   | <p>How can you support learning and progress in this subject?</p>  |
| <ul style="list-style-type: none"> <li>• End of term tests will be compulsory and used for tracking progress and identifying early support for pupils where necessary.</li> <li>• Students will regularly take low risk assessments in class which cover a variety of topics. This will inform both the teacher and student of areas of weakness.</li> <li>• Regular in class AFL will enable the teacher to assess the progress of each student</li> </ul>   | <ul style="list-style-type: none"> <li>• Support students at home, encouraging them to complete homework and discussing their grades and progress.</li> <li>• Ensure you are aware of the different resources your child can access when they are not in school.</li> <li>• Support your child with effective time management.</li> <li>• Communicate with school, your child will certainly benefit from positive dialogue between yourself and your child’s teacher.</li> <li>• Support the school by allowing your child to attend extra-curricular clubs and intervention sessions.</li> </ul>   |
| <p>Equipment needed for this subject.</p>   | <p>Learning outside the classroom: enrichment opportunities in this subject.</p>   |
| <ul style="list-style-type: none"> <li>• Black Pen</li> <li>• Pencil</li> <li>• 30cm Ruler</li> <li>• Protractor</li> <li>• Pair of Compasses</li> <li>• Rubber</li> </ul>  | <p>All students have access to:</p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Hegarty Maths</li> </ul> <p>These give each student access to whole curriculum from Year 7 to Year 11</p>  |

- Scientific Calculator